DOCUMENT RESUME

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IDENTIFIERS	*North Carolina

ABSTRACT

This packet contains materials related to North Carolina's alternative certification procedure for English-as-a-Second-Language (ESL) teachers. The certification option is available to individuals already certified in some other teaching area who have been assigned to ESL instruction. Six documents are included: (1) a summary of procedures for certification in this capacity; (2) forms for evaluation of teacher competencies, both by teacher self-evaluation and assessment by the state ESL evaluation committee; (3) guidelines for completing documentation of each competency evaluated; (4) a form to be completed concerning the classes recorded on the required videotape of the candidate's classroom performance; (5) observation summary sheets to accompany the videotape; and (6) a list of strategies for documenting ESL teaching competencies. (MSE)

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ED 396 515

PROCEDURES FOR IRREGULAR CERTIFICATION
ENGLISH AS A SECOND LANGUAGE, K-12

1. OBTAINING APPLICATION AND INFORMATION

A qualified applicant is already certified in some other teaching area and assigned to teach ESL. Through the local personnel director, an applicant will obtain a packet of the North Carolina ESL Certification Procedures, Guidelines, and Forms. The ESL Certification packet may be obtained from Jerry Toussaint, Consultant, Second Language Studies, Department of Public Instruction, 301 North Wilmington Street, Raleigh, NC 27601-2825. Telephone: (919) 715-1803.

2. ESL COMPETENCY DOCUMENTATION FORMS

The applicant will fill out the Teacher Self Evaluation Section on each ESL Competency Documentation Form, stating how each competency was attained, and attaching appropriate documentation to each form.

3. DOCUMENTATION (one set)

The applicant will attach to each form all documentation of university coursework, inservice training, field experiences, and workshops. Documentation should include a description of each activity, specifying which competencies and performance indicators were addressed in the activity. Documentation other than official transcripts must include the following: transcripts, lesson plans, tests, copies of supervisor evaluations, professional association memberships, records of professional readings, certificates, and sign-offs on workshops that address the Performance Indicators relating to specific competencies (see Guidelines for Completing Documentation).

4. STATE ESL EVALUATION COMMITTEE (SEEC)

SEEC is a committee composed of representatives from the public school, university, and state levels. This committee is working directly with the State Certification Section. The applicant will send **one set** of the completed ESL Competency Documentation forms, with all attached documentation, to the Second Language Studies Section in the Department of Public Instruction.

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5. **SEEC PANEL**

The Second Language Section will arrange for a four-member panel from SEEC to review the documentation.

6. **APPROVAL OF DOCUMENTATION**

A letter will be sent to the applicant from the State Second Language Studies Section stating whether or not documentation has been approved or if revision is needed.

7. **VIDEO LESSONS** (one tape of two 20-minute lessons)

(a) An applicant will prepare a video tape of at least 2 classes (different grades and/or English proficiency levels), and complete a Class Information Sheet for each class. Each lesson should be 20 minutes long. The candidate is to focus on demonstrating ALL FOUR competencies on the Observation Summary Form. Candidates are to mail their video tape with their documentation folder to the Second Language Studies Section in the Department of Public Instruction. A four-member panel from SEEC will observe the lessons and review completed documentation at the same time. Both are to be mailed in together.

(b) Video Quality Check:

(1) The camera should focus on both the teacher and the pupils;
(2) All instructional materials should be clearly visible on tape;
(3) Check visual and audio quality before mailing.

(c) If there is some deficiency (e.g., If all four competencies were not demonstrated or not demonstrated satisfactorily), the applicant has the option of re-doing the video lessons or requesting an on-site classroom visit by SEEC.

(d) If an on-site visit is requested, the applicant will also request the Application for On-Site Observation Visit and Guidelines for Classroom Observation Visit. Both forms may be obtained from the Second Language Studies Section in the Department of Public Instruction.

8. SEEC RECOMMENDATION FOR ESL CERTIFICATION

Within 30 days after documentation review and video observation, the applicant will be notified of SEEC's recommendations to the State Certification Section. An applicant who is not recommended for certification will be informed about areas of deficiency, and suggestions for achieving competencies in these areas will be made.

ESL COMPETENCY DOCUMENTATION

Teacher _____ School System _____ Social Security # _____ Date _____

	Teacher Self-Evaluation How Competency Was Satisfied	SEEC Evaluation Comments
Competency: **1.0** Listen with comprehension to spoken English at a rate considered average for a native speaker.		
Performance Indicators: **i.** Listen to conventional questions and respond appropriately either in writing (to a questionnaire) or orally (to an examiner or on a tape).		
ii. Listen to a taped segment of heavily accented and/or fragmented English and give an oral or written general summary.		
iii. Listen to a five-minute taped newscast or other factual statement (taking notes, if desired) and summarize what was heard.		
iv. Listen to a taped dialogue or narrative and interpret intonational implications.		

*** One competency per page with documentation attached to each page.**

ESL COMPETENCY DOCUMENTATION

Teacher _____ School System _____ Social Security # _____ Date _____

	Teacher Self-Evaluation How Competency Was Satisfied	SEEC Evaluation Comments
Competency: **2.0** Speak English with sufficient proficiency in vocabulary and syntax to express both abstract and concrete thoughts at normal speed with pronunciation, stress, rhythm, and intonation commensurate with the teacher's role as an English language model.		
Performance Indicators: **i.** Respond orally to factual, inferential, and evaluative questions.		
ii. View a silent filmstrip or pantomime; then supply an oral narration.		
iii. Record an impromptu oral essay employing correct grammar and usage.		

* **One competency per page with documentation attached to each page.**

ESL COMPETENCY DOCUMENTATION

Teacher _____ School System _____ Social Security # _____ Date _____

	Teacher Self-Evaluation How Competency Was Satisfied	SEEC Evaluation Comments
Competency: **3.0** Read with comprehension general printed matter on the literal, interpretive, and critical levels.		
Performance Indicators: **i.** Demonstrate comprehension of a selected passage by answering questions based on its literal meaning.		
ii. Read a short series of passages and identify the common thematic element.		
iii. Recognize and infer denotative, connotative, figurative, and idiomatic meaning of written expression in context.		
iv. Recognize and analyze organizational patterns and stylistic devices within written material.		

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ESL COMPETENCY DOCUMENTATION

Teacher _____ School System _____ Social Security # _____ Date _____

	Teacher Self-Evaluation How Competency Was Satisfied	SEEC Evaluation Comments
Competency: **4.0** Write English clearly, correctly, and effectively at a level appropriate to the purpose.		
Performance Indicators: **i.** Write a unified and coherent composition employing correct spelling, grammar, and punctuation.		
ii. Complete a series of writing assignments for specific purposes (for example: to inform, convince, describe, or entertain).		
iii. Complete a series of writing assignments employing styles and levels of language appropriate to different audiences (for example: children, close friends, general public, colleagues, or professional publications).		
iv. Express humor or creativity in a free-form piece of writing.		

* **One competency per page with documentation attached to each page.**

ESL COMPETENCY DOCUMENTATION

Teacher _____ School System _____ Social Security # _____ Date _____

	Teacher Self-Evaluation How Competency Was Satisfied	SEEC Evaluation Comments
Competency: **5.0** Demonstrate the ability to analyze the linguistic components of English.		
Performance Indicators: **i.** Listen to a reading of minimal pairs and distinguish phonemes.		
ii. Listen to a prepared tape of a native English speaker and identify and analyze stress, tonality, rhythm, and juncture.		
iii. Listen to a prepared tape of a non-native English speaker and identify inappropriate deviations in stress, tonality, rhythm, juncture, and pronunciation.		
iv. Analyze a set of written English sentences for the following morphological and syntactic components: inflectional/derivational affixes, parts of speech, and sentence patterns.		

* **One competency per page with documentation attached to each page.**

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ESL COMPETENCY DOCUMENTATION

Teacher _____ School System _____ Social Security # _____ Date _____

	Teacher Self-Evaluation How Competency Was Satisfied	SEEC Evaluation Comments
Competency: **6.0** Demonstrate a general knowledge of the distinctive features of major world language groups in comparison with English.		
Performance Indicators: **i.** Select three major languages, each from a different language group, and compare four principal syntactic or morphological features with those of American English (for example: prepositions, pronoun, articles, inflectional endings, word order).		
ii. Select three languages other than English, one of which is tonal, and list those phonological features which appear in English and those which do not.		
iii. Select two languages other than English, one of which is tonal, and list those suprasegmental patterns which appear in English and those which do not.		

*** One competency per page with documentation attached to each page.**

ESL COMPETENCY DOCUMENTATION

Teacher _____ School System _____ Social Security # _____ Date _____

	Teacher Self-Evaluation How Competency Was Satisfied	SEEC Evaluation Comments
Competency: **7.0** Know the ways in which children, adolescents, and adults learn language.		
Performance Indicators: **i.** List the major contribution(s) of leaders in the field of the psychology of language learning.		
ii. Describe the relationship between the processes in first and second language acquisition.		
iii. Compare and contrast the way in which children, adolescents, and adults learn a language.		

* **One competency per page with documentation attached to each page.**

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ESL COMPETENCY DOCUMENTATION

Teacher _____ School System _____ Social Security # _____ Date _____

	Teacher Self-Evaluation How Competency Was Satisfied	SEEC Evaluation Comments
Competency: **8.0** Demonstrate a knowledge of the emotional, psychological, and intellectual implications of the process of learning a second language.		
Performance Indicators: **i.** Experience the process of learning a second language through such means as formal classroom instruction, intensive language workshops, or independent study.		
ii. Describe the process (personally experienced) of learning a second language.		
iii. Analyze the emotional, psychological, and intellectual responses to a personal language learning experience, indicating what facilitated and inhibited learning.		

*** One competency per page with documentation attached to each page.**

ESL COMPETENCY DOCUMENTATION

Teacher _____ School System _____ Social Security # _____ Date _____

	Teacher Self-Evaluation How Competency Was Satisfied	SEEC Evaluation Comments
Competency: **9.0** Demonstrate a general knowledge of distinctive elements of our American culture and other major world cultures, including verbal and non-verbal behavior, customs, traditions, thought processes, and values as manifestations of cultural differences.		
Performance Indicators: **i.** Illustrate behavioral patterns of a particular culture in a given daily situation through an artistic, musical, dramatic, or literary presentation.		
ii. Select two works of literature, music, art, dance or drama • one from the American culture and one from another culture • explain how they illustrate differing attitudes; for example: a. time c. rituals b. social relationship d. etc.		
iii. Research and report on educational systems and expected classroom behaviors and attitudes of three countries selected from different continents.		

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ESL COMPETENCY DOCUMENTATION

Teacher _____ School System _____ Social Security # _____ Date _____

	Teacher Self-Evaluation How Competency Was Satisfied	SEEC Evaluation Comments
Competency: **10.0** Know major methodologies and current trends in ESL teaching (for example: TOTAL PHYSICAL RESPONSE; CALLA).		
Performance Indicators: **i.** State the major theoretical basis for each methodology.		
ii. State the major advantages and disadvantages of each methodology.		
iii. List the names and contributions of the major leaders in the field of ESL methodology.		

* **One competency per page with documentation attached to each page.**

ESL COMPETENCY DOCUMENTATION

Teacher _____ School System _____ Social Security # _____ Date _____

	Teacher Self-Evaluation How Competency Was Satisfied	SEEC Evaluation Comments
Competency: **11.0** Employ major techniques and strategies for teaching listening, speaking, reading, writing, and culture in ESL at various grade levels.		
Performance Indicators: **i.** Categorize various techniques under the appropriate methodology.		
ii. Prepare and micro-teach at least one lesson from each major methodology.		
iii. Describe how the different ways in which children, adolescents, and adults learn a language will affect teaching methodology and strategies.		
iv. Prepare and demonstrate and ESL mini-lesson for three different levels of language proficiency at three different age levels (i.e., early childhood, intermediate, and secondary).		
v. Design three activities for teaching aspects of American culture.		

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ESL COMPETENCY DOCUMENTATION

Teacher _____ School System _____ Social Security # _____ Date _____

	Teacher Self-Evaluation How Competency Was Satisfied	SEEC Evaluation Comments
Competency: **12.0** Demonstrate the ability to select, adapt, and develop appropriate instructional materials for use in ESL from all media: texts, films, audio-tapes, video-tapes, records, slides, and programmed materials.		
Performance Indicators: **i.** Review five pieces of commercially developed material and evaluate each from the standpoint of student appeal, level of difficulty, cultural content, and instructional validity.		
ii. Select one piece of instructional material and adapt it linguistically and culturally for ESL students on three language proficiency levels.		
iii. Make an original creative teaching device.		

* **One competency per page with documentation attached to each page.**

ESL COMPETENCY DOCUMENTATION

Teacher _____ School System _____ Social Security # _____ Date _____

	Teacher Self-Evaluation How Competency Was Satisfied	SEEC Evaluation Comments
Competency: **13.0** Demonstrate knowledge of ESL evaluative instruments and techniques.		
Performance Indicators: **i.** Evaluate instruments designed to measure ESL proficiency in listening, speaking, reading or writing to determine the following: the target group to be tested, the strengths and limitations of the instrument, the skills tested, and ways to use test results.		
ii. Identify potential linguistic and/or cultural biases in evaluative instruments.		
iii. Develop, administer, and evaluate the results of an oral language placement test.		
iv. Develop evaluative classroom instruments to measure student progress in listening, speaking, reading, and writing.		

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ESL COMPETENCY DOCUMENTATION

Teacher _____ School System _____ Social Security # _____ Date _____

	Teacher Self-Evaluation How Competency Was Satisfied	SEEC Evaluation Comments
Competency: **14.0** Understand the historical and legal background of education for non-English speaking students in the United States.		
Performance Indicators: **i.** State the chronological events leading to legislation which has affected education for non-English speakers.		
ii. Outline the development of legislation which has influenced the education of non-English speaking students.		
iii. State how pertinent legislation has affected educational programs for non-English speakers identifying types of programs, settings appropriate for each type, and factors influencing program design.		
iv. Discuss the sociological and political issues surrounding national origin minority people and Bilingual Education/ESL.		

* **One competency per page with documentation attached to each page.**

ESL COMPETENCY DOCUMENTATION

Teacher _____ School System _____ Social Security # _____ Date _____

	Teacher Self-Evaluation How Competency Was Satisfied	SEEC Evaluation Comments
Competency: **15.0** Know current trends, issues, and research in ESL curriculum, instruction, and language acquisition relevant to students in the United States.		
Performance Indicators: **i.** Research and discuss the evolving administrative, educational, and legal aspects involved in planning an ESL or bilingual program.		
ii. Understand the linguistic and cultural implications surrounding the implementation of an ESL or bilingual program.		

*** One competency per page with documentation attached to each page.**

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ESL COMPETENCY DOCUMENTATION

Teacher _____ School System _____ Social Security # _____ Date _____

	Teacher Self-Evaluation How Competency Was Satisfied	SEEC Evaluation Comments
Competency: **16.0** Know availability and location of resources.		
Performance Indicators: **i.** List the names of individuals and agencies in the local community who can assist as interpreters and legal or educational consultants.		
ii. List the names and addresses of the offices or people dealing with visas, health records, immunizations, transcripts, and transportation.		
iii. List the names and addresses of material sources such as clearinghouses, Title VII programs, and ESL/bilingual programs within the state.		

* **One competency per page with documentation attached to each page.**

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ESL COMPETENCY DOCUMENTATION

Teacher _____ School System _____ Social Security # _____ Date _____

	Teacher Self-Evaluation How Competency Was Satisfied	SEEC Evaluation Comments
Competency: **17.0** Promote cooperation among bilingual/ESL staff, classroom teachers, school administrators, and members of the community.		
Performance Indicators: **i.** Meet with content-area teachers and share materials, techniques, and strategies.		
ii. Work with paraprofessionals (aides, tutors, native language associates) and volunteers in selecting and using appropriate methods and materials.		
iii. Communicate periodically with parents, sponsors, and school administrators about program goals and student progress.		
iv. Encourage positive interaction among various cultures in the community through multicultural events.		

* **One competency per page with documentation attached to each page.**

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ESL COMPETENCY DOCUMENTATION

Teacher _____ School System _____ Social Security # _____ Date _____

	Teacher Self-Evaluation How Competency Was Satisfied	SEEC Evaluation Comments
Competency: **18.0** Participate in curriculum evaluation and development.		
Performance Indicators: **i.** Analyze ESL and content area curriculum in light of student age, background, proficiency levels, and academic progress.		
ii. Design, adapt, and/or review instructional objectives and activities to accommodate the needs of the students to be served.		

* **One competency per page with documentation attached to each page.**

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GUIDELINES FOR COMPLETING DOCUMENTATION

GENERAL

1. All competency documentation forms should be placed in order in a notebook or binder, and all documentation should immediately follow each competency documentation form.

2. Each performance indicator must be addressed unless met with a college course; one course may meet more than one competency.

3. If the documentation for a competency addresses all performance indicators, it should be indicated with ditto marks.

4. If the title of a college course does not show clearly that it addresses the competency, further documentation is needed such as a syllabus, text, short summary of course content, college catalog description, explanation by a professor, etc.

5. For workshops, a sign-off form should be included from the instructor and/or appropriate LEA official. There should be a summary or description of the workshop content, indicating which performance indicators were met.

6. If the same transcript can be used to document more than one competency, reference should be made to that transcript's location in the binder; specific courses on the transcript that led to meeting a competency (or performance indicators) should be highlighted.

7. Some performance indicators may be fulfilled by individual study, but verification from a supervisor or other appropriate individual should be attached.

8. All other kinds of supporting documentation (i.e. tapes, published articles, research papers, projects, etc.) that are included should clearly demonstrate the competency addressed.

9. When a teaching certificate from another state is used as documentation, it should be accompanied by a list of the specific requirements for that certificate.

SPECIFICS:

1.0 - 4.0 A form signed by a member of SEEC (State ESL Evaluation Committee) or someone designated by them, stating that this competency has been met, is acceptable.

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OTHER ALTERNATIVES FOR 1.1a - 1.1d:

2.0	The performance indicators can be recorded on tape. A speech course would be acceptable only for a native English speaker as an indication that the competency was met.
3.0	A college diploma or transcript may be used as documentation for this competency.
4.0	Any college writing course (i.e. Freshman Composition) or evidence of passing a college writing proficiency examination can fulfill this competency.
8.0 - ii & iii	The performance indicators for this competency may be addressed by a narrative.
2.0, 11.0, 12.0, 13.0	Although these competencies are listed on the Observation Summary Form and will be observed on video tape or in the classroom by a four-member team, the applicant is required to document on the ESL Competency Documentation Forms how these four competencies were obtained: observation will confirm documentation.

Revised: 12/90

CLASS INFORMATION

Teacher_____Date_____

Grade/Subject _____Observer_____

1. LEARNING CONTEXT
   (Relationship to unit, area of study, sequence)

2. LEARNING CHARACTERISTICS
   (LP level, description of backgrounds, students with special needs or characteristics)

3. LEARNER OBJECTIVES

   CONTENT (What is to be learned)

   PROCESS (What students will be doing)

4. ASSESSMENT

   PRE ASSESSMENT (Processes used to determine level of student readiness)

   POST ASSESSMENT (Processes used to evaluate student learning)

5. INSTRUCTIONAL STRATEGIES AND MATERIALS
   (Resource methods, techniques of teaching)

6. COMMENTS

OBSERVATION SUMMARY

Teacher _____ **Observer** _____ **Date** _____

	Observable Competency	Meets Competency		Observer's Supporting Comments
		Yes	No	
2.0	Speak English with sufficient proficiency in vocabulary and syntax to express both abstract and concrete thoughts at normal speed with pronunciation, stress, rhythm, and intonation commensurate with the teacher's role as an English language model. 1. Does pronunciation of the teacher interfere with understanding? 2. Does the teacher adjust his/her use of the English language to the level of the students?			
11.0	Employ major techniques and strategies for teaching listening, speaking, reading, writing, and culture in ESL at various grade levels. 1. Is there evidence of a variety of instructional techniques such as question-answer, dictation, pattern drill, games, song role playing, story telling, dialogue, reflexion and sequencing? 2. Does the lesson follow a logical sequence? 3. Is the lesson too fast? too slow? 4. Are the objectives of the lesson evident to the observer?			

OBSERVATION SUMMARY

Teacher _____ **Observer** _____ **Date** _____

	Observable Competency	Meets Competency		Observer's Supporting Comments
		Yes	No	
12.0	Demonstrate the ability to select, adapt, and develop appropriate instructional materials for use in ESL from all media. Were equipment, media, and/or materials used for specific ESL learning activities?			
13.0	Demonstrate knowledge of ESL evaluative instruments and techniques. Is there evidence of assessment of skills through reinforcement, feedback, error-correction techniques, rephrasing, formal/informal evaluation, etc.?			

DOCUMENTATION STRATEGIES FOR ESL CERTIFICATION
(One strategy is required per competency)

1.0 Listen with comprehension to spoken English at a rate considered average for a native speaker.

Strategies: Attach a copy/record of having accomplished one of the following:

1. Received a valid and current North Carolina Teaching Certificate in an area other than ESL
2. If non native of the U. S. received a degree from a U. S. college or university: attach transcript
3. Received a passing score on nationally recognized exams such as the NTE (specialty area), TOEFL, or other exams testing listening
4. Attained a rating of 3 (FSI) or Superior on ACTFL scale
5. Satisfied the performance indicators (can submit an audio cassette tape of a conversation)
6. Obtained the signature of a member of the SLEEC committee on the signing-off form for this competency
7. Attended workshop(s) addressing the listening competency: attach sign-off form(s)
8. Had K-12 Bilingual/ESL certification from another state: attach transcript with certificate
9. Other ways of documenting competence may be viable; they will be discussed with individuals and approved by the SEEC committee

2.0 Speak English with sufficient proficiency in vocabulary and syntax to express both abstract and concrete thoughts at normal speed with pronunciation, stress, rhythm, and intonation commensurate with the teacher's role as an English language model.

Strategies: Attach a copy/record of having accomplished one of the following:

1. Received a valid and current North Carolina Teaching Certificate in an area other than ESL
2. Received a degree from a U. S. college or university: attach transcript

3. Completed (with a minimum grade of "C") a college course addressing speaking skills (e. g. Advanced Conversation)

4. Received a passing score on nationally recognized tests assessing speaking skills (e.g., FSI, ACTFL/ETS)

5. Attained a rating of 3 (FSI) or Superior (ACTFL) on oral proficiency interview

6. Satisfied the performance indicators (can submit an audio cassette tape)

7. Attended workshop(s) addressing the speaking competency: attach sign-off forms(s)

8. Had Bilingual/ESL certification from another state: attach transcript with certificate

9. Other ways of documenting competence may be viable; they will be discussed with individuals and approved by the SEEC committee

3.0 Read with comprehension general printed matter on the literal, interpretive, and critical levels.

Strategies: Attach a copy/record of having accomplished one of the following:

1. Received a valid and current North Carolina Teaching Certificate in an area other than ESL

2. Received a degree from a U. S. college/university

3. Completed (with a minimum grade of "C") a college course addressing reading (any reading courses)

4. Received a passing score on nationally recognized exams such as the NTE, GRE, SAT, etc.

5. Satisfied the performance indicators

6. Obtained the signature of a member of the SEEC committee on the sign-off form for this competency

7. Attended workshop(s) addressing the reading competency: attach sign-off form(s)

8. Had Bilingual/ESL certification from another state

9. Other ways of documenting competence may be viable; they will be discussed with individuals and approved by the SEEC committee

4.0 Write English clearly, correctly, and effectively at a level appropriate to the purpose.

Strategies: Attach a copy/record of having accomplished one of the following:

1. Received a valid and current North Carolina Teaching Certificate in an area other than ESL

2. Received a degree from a U. S. college or university: attach transcript

3. Completed (with a minimum grade of "C") a college course addressing writing skills (e.g. any writing course such as Freshman composition)

4. Satisfied the performance indicators

5. Attended workshop(s) addressing writing skills: attach sign-off form(s)

6. Had Bilingual/ESL certification from another state: attach transcript with certificate

7. Other ways of documenting competence may be viable; they will be discussed with individuals and approved by the SEEC committee (Writing sample, articles)

5.0 Demonstrate the ability to analyze the linguistic components of English.

Strategies: Attach a copy/record of having accomplished one of the following:

1. Completed (with a minimum grade of "C") a college course addressing linguistics and phonetics

2. Satisfied the performance indicators

3. Had Bilingual/ESL certification from another state: attach transcript with certificate

4. Obtained the signature of a member of the SEEC committee on the sign-off form for this competency

5. Other ways of documenting competence may be viable; they will be discussed with individuals and approved by the SEEC committee

6.0 Demonstrate a general knowledge of the distinctive features of major world language groups in comparison with English.

Strategies: Attach a copy/record of having accomplished one of the following:

1. Completed (with a minimum grade of "C") a college course addressing the comparative study of the distinctive features of major language groups with English: attach course description and syllabus (e.g. some linguistics courses address this competency

2. Satisfied the performance indicators

3. Had Bilingual/ESL certification from another state: attach transcript

4. Obtained the signature of a member of the SEEC committee on the sign-off form for this competency

5. Other ways of documenting competence may be viable; they will be discussed with individuals and approved by the SEEC committee

7.0 Know the ways in which children, adolescents, and adults learn language.

Strategies: Attach a copy/record of having accomplished one of the following:

1. Completed (with a minimum grade of "C") a college course in human growth and development, psychology of language learning, second language acquisition: attach a syllabus or course description if title is not clear

2. Satisfied performance indicators

3. Attended workshop(s) addressing language acquisition: attach sign-off form(s)

4. Obtained the signature of a member of the SEEC committee on the sign-off form for this competency

5. Had Bilingual/ESL certification from another state: attach transcript

6. Other ways of documenting competence may be viable; they will be discussed with individuals and approved by the SEEC committee

8.0 Demonstrate a knowledge of the emotional, psychological, and intellectual implications of the process of learning a second language.

Strategies: Attach a copy/record of having accomplished one of the following:

1. Received a BS/BA Degree in a second language
2. Satisfied the performance indicators
3. Had Bilingual/ESL certification from another state: attach transcript
4. Other ways of documenting competency may be viable; they will be discussed with individuals and approved by the SEEC committee

9.0 Demonstrate a general knowledge of distinctive elements of our American culture and other major world cultures, including verbal and non-verbal behavior, customs, traditions, thought processes, and values as manifestations of cultural differences.

Strategies: Attach a copy/record of having accomplished one of the following:

1. Completed (with a minimum grade of "C") a college course in cross cultural anthropology
2. Satisfied the performance indicators
3. Had Bilingual/ESL certification from another state: attach transcript
4. Other ways of documenting competency may be viable; they will be discussed with individuals and approved by the SEEC committee (Foreign teachers can compare U. S. culture to their own culture)

10.0 Know major methodologies and current trends in ESL teaching (for example: direct, situational-reinforcement).

Strategies: Attach a copy/record of having accomplished one of the following:

1. Completed (with a minimum grade of "C") a college course addressing ESL methods (e.g., second language methods is acceptable)
2. Received a valid and current North Carolina K-12 second language certificate
3. Satisfied the performance indicators
4. Had K-12 Bilingual/ESL certification from another state: attach transcript

5. Attended workshop(s) addressing methodology: attach sign-off form(s)

6. Other ways of documenting competence may be viable; they will be discussed with individuals and approved by the SEEC committee

11.0 Employ major techniques and strategies for teaching listening, speaking, reading, writing, and culture in ESL at various grade levels.

Strategies: Attach a copy/record of having accomplished one of the following:

1. Completed (with a minimum grade of "C") a college ESL methods course, second language methods can be used to document this competency

2. Attended workshop(s) addressing techniques for teaching listening, speaking, reading, writing and culture at various grade levels: attach sign-off form(s)

3. Satisfied the performance indicators

4. Had K-12 Bilingual/ESL certification from another state: attach transcript with certificate

5. Other ways of documenting competency may be viable; they will be discussed with individuals and approved by the SEEC committee (supervisor's evaluation, TPAI)

12.0 Demonstrate the ability to select, adapt, and develop appropriate instructional materials for use in ESL from all media: text, films, audio-tapes, video-tapes, records, slides, and programmed materials.

Strategies: Attach a copy/record of having accomplished one of the following:

1. Completed (with a minimum grade of "C") a college course addressing ESL methodology, second language methods can be used to document this competency

2. Attended workshop(s) addressing materials for use in ESL from all media: attach sign-off form(s)

3. Satisfied the performance indicators

4. Had K-12 Bilingual/ESL certification from another state: attach transcript with certificate

5. Other ways of documenting competence may be viable; they will be discussed with individuals and approved by the SEEC committee (supervisor's evaluation, TPAI)

13.0 Demonstrate knowledge of ESL evaluative instruments and techniques.

Strategies: Attach a copy/record of having accomplished one of the following:

1. Completed (with a minimum grade of "C") a college course addressing evaluation (e.g., most methods course do this: attach transcript and syllabus)

2. Attended workshop(s) addressing this competency: attach sign-off form(s)

3. Satisfied the performance indicators

4. Had K-12 Bilingual/ESL certification from another state: attach transcript with certificate

5. Other ways of documenting competence may be viable; they will be discussed with individuals and approved by the SEEC committee (supervisor's evaluation, TPAI)

14.0 Understand the historical and legal background of education for non-English speaking students in the United States.

Strategies: Attach a copy/record of having accomplished one of the following:

1. Completed (with a minimum grade of "C") a college course addressing the historical and legal background of education for non-English students in the U. S.. (e.g., most methods courses address this: attach course syllabus)

2. Attended workshop(s) addressing this competency: attach sign-off form(s)

3. Satisfied the performance indicators

4. Had Bilingual/ESL certification from another state: attach transcript with certificate

5. Other ways of documenting competence may be viable; they will be discussed with individuals and approved by the SEEC committee (independent research study)

15.0 Know current trends, issues, and research in ESL curriculum, instruction, and language acquisition relevant to students in the United States.

Strategies: Attach a copy/record of having accomplished one of the following:

1. Completed (with a minimum grade of "C") a college course addressing this competency: attach syllabus

2. Attended workshop(s) addressing this competency: attach sign-off form(s)

3. Satisfied the performance indicators

4. Had Bilingual/ESL certification from another state: attach transcript with certificate

5. Other ways of documenting competence may be viable; they will be discussed with individuals and approved by the SEEC committee (if you are an ESL coordinator, address planning the program, testing, placement, evaluation and your role within the ESL program)

16.0 Know availability and location of resources.

Strategies: Attach a copy/record of having accomplished one of the following:

1. Attended workshop(s) addressing this competency: attach sign-off form(s)

2. Satisfied the performance indicators

3. Completed (with a minimum grade of "C") a college course addressing availability and location of resources (e.g., most methods courses address resources: attach syllabus or catalog description)

4. Other ways of documenting competence may be viable; they will be discussed with individuals and approved by the SEEC committee

17.0 Promote cooperation among bilingual/ESL staff, classroom teachers, school administrators, and members of the community.

Strategies: Attach a copy/record of having accomplished one of the following:

1. Satisfied the performance indicators

2. Involved in planning meetings with the above mentioned people: attach copy of agenda(e), and types of people who attended

3. Other ways of documenting competence may be viable; they will be discussed with individuals and approved by the SEEC committee (essay with coordinator signing off)

18.0 Participate in curriculum evaluation and development.

Strategies: Attach a copy/record of having accomplished the following:

1. Completed (with a minimum grade of "C") a college course addressing curriculum evaluation and development (e.g., most methods courses address this: attach syllabus or course description

2. Satisfied the performance indicators

3. Other ways of documenting competence may be viable; they will be discussed with individuals and approved by the SEEC committee (can submit curriculum with letter certifying that the teacher applying for certification had worked on it)